JOB AIDS FOR NUCLEAR FACILITY TRAINING PROGRAM EVALUATION (REF: DOE-STD-1070-94)

HOW TO USE JOB AID FORMS

Job aid forms were developed in support of *DOE-STD-1070-94*, *Guidelines for Evaluation of Nuclear Facility Training Programs*, for persons or organizations involved in evaluating training methods, materials, and programs at DOE nuclear facilities.

Prior to using these job aid forms, evaluators should become familiar with DOE-STD-1070 Section 5, The Evaluation Process, which discusses benefits of evaluations, evaluator qualifications, evaluation methods, evaluation frequency, and graded approaches.

The evaluation of training and qualification programs requires a general technical knowledge of the facility and/or program being evaluated, as well as an understanding of the processes and methodologies involved in the design, development, management and administration of training systems. Evaluators should be knowledgeable, or be trained, in evaluation methodology and be familiar with the objectives and criteria they are evaluating.

The job aid forms support each of the criterion listed in DOE-STD-1070-94. They contain the amplifying statements from each criterion. Space is provided for the evaluator to develop lines of inquiry that can be tailored to each evaluation or surveillance activity to be performed. Several previously developed resources, from which lines of inquiry can be obtained, are available. For example, the DOE-SR Operations Office Handbook for Evaluation of Training and Qualification Programs, the DOE-RL Guidelines for Evaluation of Hanford Training Programs, and the former TAP Manual (DOE/NE-0103T) Accreditation Review Team Data Collection Guidelines contain guidance for developing lines of inquiry that could be adapted to fit the particular needs or areas of emphasis for the evaluation at hand.

A generic evaluation form is provided at the end of this package (page 39) to assist the evaluator in collecting the data associated with the evaluation. The evaluator should make a copy of this form for each criterion to be evaluated. The portion of the form that identifies the facility, objective, etc. should be completed prior to the evaluation. This evaluation form provides a mechanism for documenting the data collected, the personnel contacted, and the documents reviewed during the evaluation. Based on the evaluation, the evaluator has two ratings to choose from: Satisfactory or Unsatisfactory. Satisfactory indicates that processes or

products are in place to satisfy the criterion. Unsatisfactory indicates that the criterion is not being met as it applies to the particular facility or program. Comments that summarize and support the conclusion reached by the evaluation (i.e., satisfactory/unsatisfactory) should be recorded in the COMMENTS/CONCERN section. The evaluator should also comment on any noteworthy practices identified during the evaluation.

Whenever possible, the evaluator should try to get more than one perspective when evaluating a program or process, particularly if it appears that a deficiency exists. This can be accomplished by backing up document reviews with interviews or interviewing two different individuals (e.g., training staff and line management) about the same topic. Although it is important to interview facility line managers and training managers, it is equally important to interview individuals at the working level to gain an accurate overall perspective regarding day-to-day implementation of the program. Trainees, instructors, job incumbents, and first-line supervision should be interviewed during the course of the evaluation.

Evaluators using the job aid forms should consider the variety of training options that are available for establishing and maintaining personnel training and qualification programs. The reduced risk and complexity associated with performance of a job or the lower nuclear hazard category of the facility affected may warrant the use of simpler, less detailed alternative methods to achieve results that are both satisfactory and effective. Alternate methods that are consistent with overall organization needs, policies, and resources are acceptable. *DOE-HDBK-1074-95, Alternative Systematic Approaches to Training*, provides guidance on these alternative methods.

MANAGEMENT AND ADMINISTRATION OF TRAINING AND QUALIFICATION PROGRAMS **OBJECTIVE 1.0** The facility is organized, staffed, and managed to facilitate planning, directing, evaluating, and controlling a systematic training process that supports the facility mission(s). Criteria 1.1 Facility line management has overall responsibility and authority for the content and effective conduct of the training and qualification program(s). Amplifying Guidance Line management ownership, commitment, and accountability are the foundation for the training and qualification programs at the facility. Line management is responsible for ensuring that these programs will produce competent workers and supervisors. The commitment to the training of personnel at the facility includes participation of line management in all phases of the training program. Management ensures that resources are available to support the training effort, mandates attendance at training sessions, and is thoroughly knowledgeable of all aspects of the training and qualification program(s) in which that facility's personnel participate. Management-approved policies and procedures are implemented that promote a systematic approach to training. They adequately describe the duties, responsibilities, and authorities of line and training management, and detail the interfaces involved in implementing the training and qualification programs for both training staff and facility personnel. They also describe the process for the analysis, design, development, implementation, and evaluation of the training programs. **Lines of Inquiry**

MANAGEMENT AND ADMINISTRATION OF TRAINING AND QUALIFICATION PROGRAMS **OBJECTIVE 1.0** The facility is organized, staffed, and managed to facilitate planning, directing, evaluating, and controlling a systematic training process that supports the facility mission(s). Criteria 1.2 An organization/person within line management is responsible for the implementation of the training and qualification program(s). **Amplifying Guidance** A training group is established as part of the line organization. If a training group is not separately established, then personnel within the line organization are assigned responsibilities for implementing the training and qualification program(s). At facilities with small staffs and/or training programs, the training group may consist of only one individual, either full- or part-time. However, the job function, responsibilities, authority, and accountability of personnel involved in managing, supervising, and/or implementing training are clearly defined in the incumbent's job description, procedure, or similar document. Lines of Inquiry

MANAGEMENT AND ADMINISTRATION OF TRAINING AND QUALIFICATION PROGRAMS **OBJECTIVE 1.0** The facility is organized, staffed, and managed to facilitate planning, directing, evaluating, and controlling a systematic training process that supports the facility mission(s). Criteria 1.3 Goals, objectives, and plans are in place to describe the implementation of the training and qualification programs. **Amplifying Guidance** Written goals and objectives related to the implementation of the training and qualification processes are in place and stated in documents such as strategic plans, award fee criteria, policies, and mission statements. The goals and objectives adequately address the current issues that are important to both contractor management and DOE. Facility line management and the training organization implement specific plans as appropriate to ensure adequate management of the training program. Lines of Inquiry

MANAGEMENT AND ADMINISTRATION OF TRAINING AND QUALIFICATION PROGRAMS **OBJECTIVE 1.0** The facility is organized, staffed, and managed to facilitate planning, directing, evaluating, and controlling a systematic training process that supports the facility mission(s). Criteria 1.4 Training records are maintained to support management information needs and to provide required historical data. **Amplifying Guidance** Training records are maintained in an auditable manner. Training records support management information needs and provide required data on each individual's training participation, performance, and qualification/certification. Training records are also maintained to support verification of the accuracy of training program content. **Lines of Inquiry**

MANAGEMENT AND ADMINISTRATION OF TRAINING AND QUALIFICATION PROGRAMS		
OBJECTIVE	1.0	The facility is organized, staffed, and managed to facilitate planning, directing, evaluating, and controlling a systematic training process that supports the facility mission(s).
Criteria 1.5	operat	ng developed and/or implemented by personnel or organizations other than the ing contractor's staff is monitored and controlled to ensure that it meets able facility requirements.
Amplifying G	<u>uidance</u>	
•	of the qu	provided by an outside organization (e.g., sub-contractor, vendor, site central training) in support ualification or certification of facility personnel meets the same basic requirements for ment, implementation, testing, and documentation as training provided by the facility staff.
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MANAGEMENT AND ADMINISTRATION OF TRAINING AND QUALIFICATION PROGRAMS **OBJECTIVE 1.0** The facility is organized, staffed, and managed to facilitate planning, directing, evaluating, and controlling a systematic training process that supports the facility mission(s). Criteria 1.6 Training facilities, equipment, and materials effectively support training activities. Amplifying Guidance Adequate facilities are available to support safe and consistent training. Sufficient facilities and proper tools, equipment, and materials are available to support applicable training content and performance activities (e.g., hands-on training for maintenance personnel and technicians). Instructional support materials and equipment such as audio-visual equipment, flip charts, and marker boards are adequate to support the training activities. In addition to facilities to support the implementation of training, staff facilities and equipment are available to support analysis, design, development, and evaluation of training. Technical reference materials such as procedures, technical manuals, and drawings are readily available to instructors and trainees on all shifts. **Lines of Inquiry**

DEVELOPMENT AND QUALIFICATION OF TRAINING STAFF OBJECTIVE 2.0: Training staff (contractor and subcontractor) possess the technical knowledge, experience, and the developmental and instructional skills required to fulfill their assigned duties. Criteria 2.1 The training staff have and maintain the education, experience, and technical qualifications for their respective positions. **Amplifying Guidance** Instructors have the technical qualifications, including theory, practical knowledge, and experience for the subject matter that they are assigned to teach. Methods are implemented to ensure that individual instructors meet and maintain instructional and technical position qualification requirements. Developmental and instructional qualifications of instructors include theory, practical knowledge, and work experience in analyzing, designing, developing, conducting, and evaluating training, as appropriate to their job assignments. Lines of Inquiry

DEVELOPMENT AND QUALIFICATION OF TRAINING STAFF OBJECTIVE 2.0 Training staff (contractor and subcontractor) possess the technical knowledge, experience, and the developmental and instructional skills required to fulfill their assigned duties. Criteria 2.2 A training program is implemented to ensure that training staff gain the knowledge and skills required for their position. **Amplifying Guidance** A training program is in place to develop the necessary instructor capabilities to fulfill training program requirements in all applicable training settings. Training staff and instructors who have not met the qualifications required for an assignment are under the supervision and guidance of a qualified individual. Subject matter experts used occasionally as instructors are provided assistance and are periodically monitored. The instructional skills training program is conducted using approved instructional materials that are based on learning objectives derived from job performance requirements and which provide for effective and consistent presentations. Lines of Inquiry

	DEVELOPMENT AND QUALIFICATION OF TRAINING STAFF
OBJECTIVE	2.0 Training staff (contractor and subcontractor) possess the technical knowledge, experience, and the developmental and instructional skills required to fulfill their assigned duties.
Criteria 2.3	A continuing instructional skills training program is implemented to maintain, improve, and update the knowledge and skills of incumbent training staff based, in part, on the results of instructor evaluations.
Amplifying Gu	<u>uidance</u>
•	Continuing training includes improvements needed in technical and instructional knowledge and skills, the correction of identified instructional deficiencies, and training on new methods and equipment.
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TRAINEE ENTRY-LEVEL REQUIREMENTS		
OBJECTIVE	3.0 Trainees meet the minimum requirements for entry into the training program.	
Criteria 3.1	Entry-level requirements are established for each position and include, as applicable, the minimum education, experience, technical, and medical requirements.	
Amplifying G	<u>Suidance</u>	
•	Procedures or policies describe the personnel selection and entry-level requirements.	
•	Line management, working with Human Resources personnel, identify the entry-level criteria for personnel working in a particular operating organization and/or assigned to specific duties or tasks.	
•	Entry-level requirements address the minimum physical attributes a trainee must possess, as well as the minimum educational, technical, and experience requirements necessary for the employee to meet job requirements.	
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TRAINEE ENTRY-LEVEL REQUIREMENTS		
OBJECTIVE :	Trainees meet the minimum requirements for entry into the training program.	
Criteria 3.2	Personnel selected and/or assigned to the operating organization meet the prescribed entry-level requirements prior to being assigned to a position.	
Amplifying Gu	<u>uidance</u>	
•	Line management is responsible for the hiring or transfer of personnel into positions for which entry-level requirements are established.	
•	Applicable education, experience, technical, and medical requirements are verified and documented for personnel who are required to meet entry-level requirements.	
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TRAINEE ENTRY-LEVEL REQUIREMENTS		
OBJECTIVE 3.0 Trainees meet the minimum requirements for entry into the training program.		
Criteria 3.3 Training program entry-level requirements are reviewed and revised as necessary on the basis of evaluation of trainee performance.		
Amplifying Guidance		
Entry-level requirements for a training program are reviewed as part of the overall evaluation process.		
 Entry-level requirements are at the proper level to ensure that personnel can achieve the established learning objectives at the completion of training. 		
 Individual training course prerequisites are also established and reviewed periodically. 		
Lines of Inquiry		

	DETERMINATION OF TRAINING PROGRAM CONTENT
OBJECTIVE 4	Program content for competent job performance is identified, documented, and included in the training programs, as appropriate.
Criteria 4.1	The tasks required for competent job performance are identified and documented through a systematic analysis of job requirements. The training program is based on the results of this analysis.
Amplifying Gu	<u>uidance</u>
•	A systematic analysis of job requirements is conducted to provide reasonable assurance that all tasks that are essential to safe and efficient operation are addressed by the training program.
•	Subject matter experts, line management, and training staff develop and maintain a valid facility-specific task list as the basis for the training program.
•	The facility-specific list of tasks selected for training is reviewed periodically and updated as necessary by changes in procedures, facility systems/equipment, job scope, and advances in technology.
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	DETERMINATION OF TRAINING PROGRAM CONTENT
OBJECTIVE	4.0 Program content for competent job performance is identified, documented, and included in the training programs, as appropriate.
Criteria 4.2	Current facility safety analysis report, procedures, technical and professional references, DOE Guidelines and Orders, and industry operating experience are referenced as applicable to establish both initial and continuing training.
Amplifying G	<u>uidance</u>
•	DOE and other appropriate training guidelines are used as a guide for selecting, sequencing, and verifying training program structure and content.
•	Current facility safety analysis report, operating procedures, technical and professional references, and facility/industry operating experience are used to identify facility specific training content and information for use in developing training materials.
NOTE:	DOE Order 5480.20A has specific content requirements.
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		DETERMINATION OF TRAINING PROGRAM CONTENT
OBJECTIVE	4.0	Program content for competent job performance is identified, documented, and included in the training programs, as appropriate.
Criteria 4.3		ng for Technical Staff personnel is based on an assessment of position duties esponsibilities.
Amplifying G	<u>uidance</u>	
•	A detaile	ed analysis is not necessary to determine training program content for technical staff personnel.
•		isus-based content guides (i.e., Guides to Good Practices), broad-based assessments of training and regulatory requirements can be used to assist with the determination of training program.
	NOTE:	This method may also be sufficient to determine training program content for positions at many low-hazard nuclear facilities.
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	DESIGN AND DEVELOPMENT OF TRAINING PROGRAMS
OBJECTIVE	5.0 Training program materials identify and support the knowledge and skills needed by trainees to perform tasks associated with the position for which training is being conducted. The content of initial training prepares the trainee to perform the job for which the candidate is being trained. The content of continuing training maintains and improves incumbent job performance.
Criteria 5.1	Learning objectives are derived from tasks selected for training. Learning objectives describe knowledge and skills required for successful job performance and are specified in observable and measurable terms.
Amplifying G	uidance_
•	Learning objectives are written to reflect task performance and consider the associated knowledge and skills.
•	Training settings are considered when writing learning objectives.
•	Learning objectives include the actions the trainee must demonstrate, conditions under which the action will take place, and standards of performance.
•	The minimum trainee entry-level knowledge, skills, and experience for the position are considered wher developing learning objectives.
•	If conditions and standards for knowledge and/or skill objectives are implied, they must be clearly understood.
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DESIGN AND DEVELOPMENT OF TRAINING PROGRAMS OBJECTIVE 5.0 Training program materials identify and support the knowledge and skills needed by trainees to perform tasks associated with the position for which training is being conducted. The content of initial training prepares the trainee to perform the job for which the candidate is being trained. The content of continuing training maintains and improves incumbent job performance. Criteria 5.2 Lesson plans and other training materials used in the selected training setting (e.g., classroom, laboratory, simulator, individualized instruction, on-the-job training, etc.) are accurate, support the learning objectives, and promote effective delivery of training. Amplifying Guidance Lesson plans are developed or modified using learning objectives derived from job performance requirements. The content of lesson plans and other training materials adequately addresses the learning objectives. The lesson plans contain sufficient detail to ensure consistent and repeatable training. Information contained in the lesson plans is sufficient to ensure that personnel are trained to a level required and expected by facility management. Lesson plans or equivalent training guides are used for laboratory training, on-the-job training, and simulator training and include standards for evaluating trainee performance. Training materials for these non-classroom training settings provide for effective and consistent instruction. The training materials provide sufficient information to guide the trainee and the instructor in the performance of the task. The training materials used to guide discussions with technical staff trainees normally are not in lesson plan format; rather training materials include key points that support the learning objectives, taking into account the job position and the experience of the designated instructor. NOTE: This approach may also be sufficient for much of the training that is conducted at low-hazard nuclear facilities. Lines of Inquiry

	DESIGN AND DEVELOPMENT OF TRAINING PROGRAMS
OBJECTIVE	Training program materials identify and support the knowledge and skills needed by trainees to perform tasks associated with the position for which training is being conducted. The content of initial training prepares the trainee to perform the job for which the candidate is being trained. The content of continuing training maintains and improves incumbent job performance.
Criteria 5.3	Review, approval, and control requirements are established and utilized for all training materials.
Amplifying G	<u>Suidance</u>
•	Subject matter experts and training management review and concur on training materials. The cognizant line manager approves them prior to use.
•	Training materials are controlled in a manner that ensures that the latest approved version of the material is used.
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	DESIGN AND DEVELOPMENT OF TRAINING PROGRAMS
OBJECTIVE	Training program materials identify and support the knowledge and skills needed by trainees to perform tasks associated with the position for which training is being conducted. The content of initial training prepares the trainee to perform the job for which the candidate is being trained. The content of continuing training maintains and improves incumbent job performance.
Criteria 5.4	A continuing training program is in place and maintains and improves the knowledge and skills of job incumbents.
Amplifying G	<u>uidance</u>
•	Continuing training content includes refresher training on overtrain tasks, facility and industry events, facility and procedure modifications, retraining addressing task performance deficiencies, and training on infrequently performed tasks.
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CONDUCT OF TRAINING OBJECTIVE 6.0 Training is conducted in the setting most suitable for the particular training content. Training is consistently and effectively presented using approved lesson plans and other training guides. Criteria 6.1 Training is conducted using approved and current training materials. **Amplifying Guidance** Lesson plans that meet criterion 5.2 are used to deliver training. Training in all settings is sequenced effectively to provide completion of prerequisite knowledge and skills prior to receiving training on more advanced knowledge and skills. Individualized instruction, when used, provides the trainees with sufficient guidance and supporting materials for achieving the learning objectives. Lines of Inquiry

	CONDUCT OF TRAINING
OBJECTIVE	6.0 Training is conducted in the setting most suitable for the particular training content. Training is consistently and effectively presented using approved lesson plans and other training guides.
Criteria 6.2	Training replicates actual job conditions to the extent practical, and allows for direct participation by the trainees.
Amplifying G	<u>uidance</u>
•	Instructors use the references, tools, equipment, and conditions of task performance that reflect actual job conditions to the extent practicable.
•	Trainee demonstration of task performance is evaluated on actual plant equipment whenever feasible.
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CONDUCT OF TRAINING OBJECTIVE 6.0 Training is conducted in the setting most suitable for the particular training content. Training is consistently and effectively presented using approved lesson plans and other training guides. Criteria 6.3 On-the-job training is conducted and evaluated by designated personnel who have been instructed in program standards and methods. **Amplifying Guidance** Line management implements standards and policies pertaining to the conduct of on-the-job training (OJT). Personnel who are designated by line management and are trained in the instructional techniques peculiar to OJT conduct and evaluate it. OJT is conducted using valid methods, approved materials, and a planned and logical instructional sequence. Part time OJT instructors and/or evaluators are trained in OJT instructional methods. Completion of OJT and task qualification is by actual task performance whenever possible. When the task cannot be performed, but is simulated or walked-through, the conditions of task performance, references, tools, and equipment reflect actual performance of the task to the extent feasible. Task performance evaluation is conducted using valid methods and consists of evaluating trainee performance using established standards prior to task or job qualification. NOTE: Structured on-the-job familiarization is normally used in lieu of formal on-the-job training and evaluation for managers, non-certified supervisors, and technical staff. During this phase, the candidate works closely with supervisors and managers in their day-to-day job functions, including decision-making. Lines of Inquiry

CONDUCT OF TRAINING OBJECTIVE 6.0 Training is conducted in the setting most suitable for the particular training content. Training is consistently and effectively presented using approved lesson plans and other training guides. Criteria 6.4 Laboratory training is effectively and consistently presented. Amplifying Guidance Laboratory training provides hands-on application of principles conveyed during the classroom training and encourages analytical skills development. The training program content is implemented as outlined by approved training materials and is structured to provide practical experience. Laboratory training activities encourage direct trainee participation in the learning process. Conditions of task performance, references, tools, and equipment reflect actual job performance requirements to the extent possible. Evaluation of trainee performance verifies that the trainee has obtained the essential knowledge and performance skills associated with the job. **Lines of Inquiry**

CONDUCT OF TRAINING OBJECTIVE 6.0 Training is conducted in the setting most suitable for the particular training content. Training is consistently and effectively presented using approved lesson plans and other training guides. Criteria 6.5 Simulator training is effectively and consistently presented, where appropriate. **Amplifying Guidance** Training on a facility control room or process simulator is used to build operating team skills and/or enhance the effectiveness of hands-on skill training. An appropriate simulator is used for hands-on training to demonstrate operational characteristics and for recognition and control of normal, abnormal, and emergency facility/process conditions. Differences between the simulator and the facility/process are accommodated in the training session. Lines of Inquiry

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TRAINEE EXAMINATIONS AND EVALUATIONS		
OBJECTIVE	7.0 Individual trainees are examined and/or evaluated on a consistent and regular basis to ensure that learning is taking place and that trainees are acquiring the knowledge and skills required to work efficiently and safely at their jobs.	
Criteria 7.1	Trainees are evaluated regularly using written, oral, and/or performance examinations and quizzes.	
Amplifying G	<u>uidance</u>	
•	Trainees are evaluated on a regular basis.	
•	Examinations/evaluations are administered at the conclusion of structured segments of the training program.	
•	A sufficient sampling of the knowledge and skill learning objectives is evaluated prior to awarding qualification or certification.	
	NOTE: Much of the training for managers, non-certified supervisors, and technical staff personnel occurs in nontraditional settings such as discussions with individual managers. Monitoring and evaluating training in these nontraditional settings are unnecessary. In addition, since many learning objectives for managers, non-certified supervisors, and technical staff personnel do not readily adapt to prescribed standards or quantitative testing, qualitative evaluations are acceptable in many cases. For example, trainees qualification could be assessed from responses during discussions, behavior during role-playing, or material developed during training exercises. Qualitative evaluations may also be used to assess trainee qualification at low-hazard nuclear facilities.	
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	TRAINEE EXAMINATIONS AND EVALUATIONS
OBJECTIVE	7.0 Individual trainees are examined and/or evaluated on a consistent and regular basis to ensure that learning is taking place and that trainees are acquiring the knowledge and skills required to work efficiently and safely at their jobs.
Criteria 7.2	Examinations (both written and oral) and on-the-job training, laboratory, or simulator performance evaluations are based on learning objectives, administered consistently, controlled, and documented.
Amplifying G	<u>Suidance</u>
•	Test items are reviewed by subject matter experts for technical content, meaning, and correct answer.
•	The results of the review process are documented.
•	Examination questions are at the proper depth and detail to ensure adequate evaluation of the trainees' knowledge and skills.
•	Examinations and performance evaluations contain a representative cross-section of knowledge, skills, and abilities required for the position.
•	All examination questions relate to one or more learning objectives.
•	The acceptance criteria used to grade examinations and performance evaluations are defined in advance of the examination or performance evaluation.
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	TRAINEE EXAMINATIONS AND EVALUATIONS	
OBJECTIVE	7.0 Individual trainees are examined and/or evaluated on a consistent and regular basis to ensure that learning is taking place and that trainees are acquiring the knowledge and skills required to work efficiently and safely at their jobs.	
Criteria 7.3	The content of written and oral examinations is changed at intervals sufficient to prevent compromise.	
Amplifying G	<u>uidance</u>	
•	A policy or procedure is implemented to provide direction for how often and how much examinations are changed to prevent compromise.	
•	• Examination changes may be based on how often the course of instruction is used and whether the test data is controlled or shared with the trainees as a part of the learning process.	
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	TRAINEE EXAMINATIONS AND EVALUATIONS
OBJECTIVE	7.0 Individual trainees are examined and/or evaluated on a consistent and regular basis to ensure that learning is taking place and that trainees are acquiring the knowledge and skills required to work efficiently and safely at their jobs.
Criteria 7.4	Development, approval, security, administration, and maintenance of written and oral examinations, and performance evaluations are formally controlled.
Amplifying G	<u>uidance</u>
•	A procedure or policy is implemented that controls the development, approval, security, administration, and maintenance of all types of examinations.
•	Access to examinations is physically controlled and limited to designated personnel.
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	TRAINEE EXAMINATIONS AND EVALUATIONS
OBJECTIVE	7.0 Individual trainees are examined and/or evaluated on a consistent and regular basis to ensure that learning is taking place and that trainees are acquiring the knowledge and skills required to work efficiently and safely at their jobs.
Criteria 7.5	Remedial training and reevaluation are provided when examination or performance standards are not met.
Amplifying G	uidance
•	Remedial training programs are provided as necessary to prepare the trainee to meet the identified training program entry-level requirements for areas where he/she may be deficient.
•	In cases where a trainee fails an examination, remedial training is based upon the weaknesses identified in the examination.
•	Remedial training plans are specified in advance, acknowledged by the trainee and approved by supervision.
•	Completion of remedial training is documented.

	TRAINING PROGRAM EVALUATION
OBJECTIVE	A systematic evaluation of training effectiveness and its relation to on-the-job performance is used to ensure that the training program conveys all required skills and knowledge.
Criteria 8.1	A comprehensive evaluation of individual training programs is conducted by qualified individuals on a periodic basis to identify program strengths and weaknesses.
Amplifying G	<u>uidance</u>
•	A policy or procedure describes the long- and short-term requirements for performing program evaluations and provides guidance relative to who does the evaluation, how often evaluations are conducted, and how evaluations are conducted.
•	The results of training program evaluations, including program strengths and weaknesses, are identified, documented, and used as a basis for training program revision on a periodic basis.
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	TRAINING PROGRAM EVALUATION
OBJECTIVE	A systematic evaluation of training effectiveness and its relation to on-the-job performance is used to ensure that the training program conveys all required skills and knowledge.
Criteria 8.2	Instructional skills and technical competencies of instructors are evaluated regularly.
Amplifying G	<u>uidance</u>
•	Instructors are evaluated regularly in all settings in which they instruct by training management, line organization supervision, and peers.
•	The instructors are evaluated against an established set of criteria and the results are used to improve performance.
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TRAINING PROGRAM EVALUATION		
OBJECTIVE 8	A systematic evaluation of training effectiveness and its relation to on-the-job performance is used to ensure that the training program conveys all required skills and knowledge.	
Criteria 8.3	Feedback from trainee performance during training is used to evaluate and refine the training program. Feedback from former trainees and their supervisors is used to evaluate and refine the training program.	
Amplifying Gu	<u>uidance</u>	
•	Examination results (written and performance) are analyzed to determine weaknesses in the development or delivery of instruction.	
•	Changes to the program content and/or design are made as appropriate.	
•	After the trainee has had an opportunity to use the information gained during training, feedback from the trainee and his/her supervisor is used to determine the effectiveness of training.	
•	Improvements to the program are based in part on collective trainee/supervisor input as to how well the trainee can perform the tasks for which he/she was trained.	
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	TRAINING PROGRAM EVALUATION
OBJECTIVE	A systematic evaluation of training effectiveness and its relation to on-the-job performance is used to ensure that the training program conveys all required skills and knowledge.
Criteria 8.4	Change actions (e.g., procedure changes, equipment changes, facility-specific and operating experience) are monitored and evaluated for their applicability to initial and continuing training programs and are incorporated in a timely manner. Changes in job scope are evaluated to determine the need for revision of initial and continuing training programs.
Amplifying Gu	<u>uidance</u>
•	Changes that impact training program accuracy are incorporated into the training program in a timely manner and training is provided as necessary to inform facility personnel of changes that have an impact on facility operation.
•	Clear responsibility is assigned for providing facility modification and procedure change information to the training organization.
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	TRAINING PROGRAM EVALUATION
OBJECTIVE	A systematic evaluation of training effectiveness and its relation to on-the-job performance is used to ensure that the training program conveys all required skills and knowledge.
Criteria 8.5	Improvements and changes to initial and continuing training are systematically initiated, evaluated, tracked, and incorporated to correct training deficiencies and performance problems.
Amplifying G	<u>uidance</u>
•	A policy or procedure identifies the requirements and provides the guidance for documenting, evaluating, tracking, and incorporating changes to training programs.
•	Data from criteria 8.1, 8.3, and 8.4 evaluations form the basis for making program improvements and modifications.
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	TRAINING PROGRAM EVALUATION	
OBJECTIVE	.0 A systematic evaluation of training effectiveness and its relation to on-the-job performance is used to ensure that the training program conveys all required skills and knowledge.	
Criteria 8.6	Training materials are maintained current, based upon the results of training progran evaluations.	n
Amplifying G	<u>dance</u>	
•	A procedure or policy is developed and implemented that describes the process for revising and documenting training material updates based upon the results of training program evaluation.	
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TRAINING PROGRAM EVALUATION **OBJECTIVE 8.0** A systematic evaluation of training effectiveness and its relation to on-the-job performance is used to ensure that the training program conveys all required skills and knowledge. Criteria 8.7 Training facilities are evaluated to determine their effect on the training process. **Amplifying Guidance** Training facilities are evaluated to determine if they are conducive to the learning process. Classrooms and training settings are free from excessive disturbances and distractions. Trainees have adequate space to work and learn individually and in groups, as appropriate. Conditions related to comfort (e.g., heat, lighting, noise level, desk space, etc.) meet standards for good learning environments. The training staff's office and working spaces are adequate to support the training being developed and presented. **Lines of Inquiry**

	EVALUATION FORM
FACILITY	OBJECTIVE #
PROGRAM	CRITERION#
EVALUATOR	DATE
	RESULTS OF EVALUATION
SATISFACTORY _	UNSATISFACTORY
COMMENTS/CONCERNS	_
	_
	PERSONNEL CONTACTED
	<u> </u>
	DOCUMENTS REVIEWED
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